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ABSTRACT

This selected bibliography on child development and preschool group care was developed to supplement the article, "Pre-Schoolers Provide Child Development Lab as High Schoolers Study Parenting Role," which appeared in the May 1973 issue of "Focus on the Family," the bi-monthly publication of the E. C. Brown Foundation. The bibliography is divided into four sections: the first section lists six texts and eight films used in a high school child development course; the second section contains 13 books recommended for teachers and other professionals working in childhood development; the third section contains eight recent books and two journals; and the fourth section lists the addresses of various publishers and includes several miscellaneous resources. (Author/CS)

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A SELECTED BIBLIOGRAPHY ON CHILD DEVELOPMENT PRESCHOOL NURSERY AND CHILD DAY CARE

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PS 007113

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INTRODUCTORY NOTE

This bibliography on child development and preschool group care has been developed by the E. C. Brown Foundation in cooperation with Mrs. Cherie Baker, instructor in child development at Corvallis, Oregon, Senior High School, and Mary Massey, acting head, Family Life Department, Oregon State University, Corvallis.

The bibliography is designed to supplement the article, "Pre-schoolers Provide Child Development Lab As High Schoolers Study Parenting Role," which appeared in the May, 1973, issue of *Focus on the Family*, the bimonthly publication of the Foundation. The article describes Mrs. Baker's child development course and the preschool nursery operated as an instructional laboratory.

The bibliography is divided into four sections. The first lists the texts used by Mrs. Baker in the Corvallis course, gives her evaluation of the texts and includes a listing of several educational films which may be used to complement the course.

The second section is a suggested bibliography prepared by Professor Massey, and includes three high school texts recommended by her. The bibliography is recommended for teachers and other professionals working in early childhood development and nursery school operation.

Section three contains an annotated bibliography of recent books and journals pertinent to the subject. This section draws largely from publications familiar to the Foundation and currently included in the Foundation's Resource Facility. It is broader in scope than the references in the two previous sections, and is intended to provide a general reading and reference list for those working in group day care settings and parents of preschool children, as well as those professionally engaged in education for parenthood and in child development. In one or two instances there is an overlapping of references between the three sections.

The final section gives the addresses of the various publishers listed earlier, grouped alphabetically for ease of reference. The section also includes several miscellaneous resources.

The bibliography is by no means inclusive. Until recent years the literature in some of the areas covered, particularly that pertaining to child group care and an evaluation of such programs, has been scarce. Current interest, generated, in part, by involvement of the U.S. Office of Education and the Office of Child Development within the Children's Bureau of HEW in federal programs of Education for Parenthood and Exploring Childhood, undoubtedly will foster a larger flow of literature. Parents, educators, and other professionals involved in child development as a part of the broad field of family life education are urged to keep abreast of these current developments and others that will follow.

It is hoped that this bibliography will spur the reader toward an individual program of reading, study and self-enlightenment in this vital field--the development of today's children into tomorrow's parent generation.

--Joyce Lang, Coordinator
Information & Publications
E. C. Brown Foundation

SECTION I

TEXTS USED IN HIGH SCHOOL CHILD DEVELOPMENT CLASS, CORVALLIS, OREGON

(Descriptive paragraphs are those of the instructor, Mrs. Cherie Baker.)

BAKER, Katherine R. and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, NJ: Prentice-Hall, 1967.
Easy to read. Deals primarily with understanding personality development of children; stresses child understanding rather than child care. Numerous well-identified pictures aid in reader's comprehension of the written text. Actually, reading only the picture captions would give a student a better understanding of children's personalities and how they are formed.

SMART, Mollie Stevens and Russell Cook Smart. *Living and Learning With Children.* Boston: Houghton Mifflin, 1961.
Easy to read. Emphasis is on feelings and attitudes as well as techniques. A topic, such as discipline, is briefly discussed, then several story situations are presented, followed by thought questions about the situation. The questions are discussed by the authors, who then encourage the reader to discuss them further and give additional views.

SHEREY, Rebekah M., Elizabeth L. Wood, and Esther Mason Young. *Learning About Children.* New York: J. B. Lippincott, 1958.
Discusses the process of growth children go through. Attempts to help "adults" better understand the feelings of children at each age, birth through 12 years.

BRISBANE, Holly E. and Audrey Palm Riker. *The Developing Child.* Peoria, IL: Charles A. Bennett Co., 1965. (a 1971 2nd edition is available)
A little more "challenging" to read than the texts listed above; both concepts and vocabulary are on a higher comprehension level. The study of children is divided into age levels and then further divided into the four areas of growth: intellectual, emotional, social, and physical.

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Mrs. Baker also lists the books below as "personally invaluable":

READ, Katherine H. *The Nursery School: A Human Relationships Laboratory* (5th ed.). Philadelphia: W. B. Saunders Co., 1971.

CHRISTIANSON, Helen M., Mary M. Rogers and Blanche A. Ludlum. *The Nursery School: Adventures in Living and Learning.* Boston: Houghton Mifflin, 1961.

Following are some of the educational films Mrs. Baker is either currently using in her classes, or suggests for use next year.

SPRINGTIME FOR HUGO--Teknifilm, Inc., 1923 NW Kearney, Portland, OR 97209, 1968, 26 min., color.
This film was produced in Portland, Oregon, at the Shaver school. The project involves working with "Hugo" and other emotionally disturbed children of school age. It is a program of behavior modification and training by the reward system. Recommended for everyone interested in mentally disturbed children and their problems.

FOUR FAMILIES--McGraw-Hill Films, 714 Stockton St., San Francisco, CA 94133, 1965, 30 min., b/w.
A comparison of family life in France, Japan, India, and Canada. Shows how each family treats and cares for a year-old baby. Mother-child relationships, feeding and bathing the child. Anthropologist Margaret Mead discusses how the upbringing of a child contributes to distinctive national characteristics.

CHOSEN CHILD--McGraw-Hill Films, 1964, 54 min., b/w.
Study of tragedies and happiness surrounding child adoption. Agency setting; interviews with case workers as childless couple enters the adoption process.

FRUSTRATING FOURS AND FASCINATING FIVES--McGraw-Hill Films, 1953, 22 min., b/w.
Behavior patterns of 4- and 5-year-olds at home and in kindergarten. Shows growing independence and curiosity.

PATHWAYS THROUGH NURSERY SCHOOL--International Film Bureau, 332 S. Michigan Ave., Chicago, IL 60604, 1964, 25 min., color.
Typical day in nursery school with two student observers, one a future mother, the other a future nursery school teacher.

SIBLING RELATIONS AND PERSONALITY--McGraw-Hill Films, 1956, 22 min., b/w.
Uses case studies to demonstrate relationship child has with brothers and sisters throughout developmental years. Explores influence on position in family.

SOCIAL DEVELOPMENT--McGraw-Hill Films, 1950, 16 min., b/w.
Analysis of social behavior at different age levels and reason underlying changes in behavior pattern as child develops. Points out development from the stage where the sexes and ages indiscriminately mix to point where children begin to pick members of own sex as playmates, to seek out natural leaders for their groups.

TERRIBLE TWOS AND TRUSTING THREES--McGraw-Hill Films, 1950, 20 min., b/w.
Nursery school setting. Gives close examination of growing years between 2 and 4. Guide for discipline.

S E C T I O N II

GENERAL BIBLIOGRAPHY -- CHILD DEVELOPMENT

(Compiled by Prof. Mary Massey, Acting Head,
Family Life Department, School of Home Economics,
Oregon State University, Corvallis.)

BRAUN, Samuel J. and Esther P. Edwards. *History and Theory of Early Childhood Education.* Worthington, OH: Charles A. Jones Publishing Co., 1972.

BREMER, John and Anne. *Open Education: A Beginning.* New York: Holt, Rinehart and Winston, 1972.

FROST, Joe L. *Revisiting Early Childhood Education: Readings.* New York: Holt, Rinehart and Winston, 1973.

FROST, Joe L. *Early Childhood Education Rediscovered.* New York: Holt, Rinehart and Winston, 1968.

HESS, Robert D. and Doreen J. Croft. *Teachers of Young Children.* Boston: Houghton Mifflin, 1972.

HARTUP, Willard W. (Ed.). *The Young Child: Reviews of Research.* Washington, D.C.: National Association for the Education of Young Children, 1972.

LANDRETH, Catherine. *Preschool Learning and Teaching.* New York: Harper & Row, 1972.

LEEPER, Sarah, *et al.* *Good Schools for Young Children* (2nd ed.). New York: The Macmillan Company, 1968.

PARKER, Ronald K. *The Preschool in Action.* Boston: Allyn & Bacon, 1972.

READ, Katherine H. *The Nursery School: A Human Relationships Laboratory.* (5th ed.). Philadelphia: W. B. Saunders Co., 1971.

HIGH SCHOOL TEXTS -- CHILD DEVELOPMENT

(Suggested by Professor Massey, OSU)

AMES, Louise Bates. *Child Care and Development.* New York: J. B. Lippincott, 1970.

BAKER, Katherine R. and Xenia F. Fane. *Understanding and Guiding Young Children* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1967.

SUTTON-SMITH, Brian. *Child Psychology.* New York: Appleton-Century-Crofts, 1973.

S E C T I O N III

ANNOTATED BIBLIOGRAPHY: CHILD DEVELOPMENT, PRESCHOOL NURSERY, AND CHILD DAY CARE

(Compiled from resources of the E. C. Brown Foundation)

BRISBANE, Holly E. and Audrey Palm Riker. *The Developing Child* (2nd ed.). Peoria, IL: Charles A. Bennett, 1971.
High school text designed to help adolescents in their preparation for parenthood by focusing on a better understanding of children and how they develop physically, emotionally, socially, and intellectually. Carries these three phases of development from birth through 12th year. Material grouped in units of: first year, 1 to 3 years, 3 to 6 years, 6 to 12 years. Special chapters include: Racial Characteristics, Health and Safety, Looking Toward Adulthood, Emphasis is on the individuality of each child. Easy to read, pictorial format. Teachers guide available, including by-chapter teaching aids and film source addresses.

CHILD Study Association of America. *Recommended Reading About Children.* New York: Child Study Association of America, 1969.
Compiled by CSAA Book Review Committee. Includes over 270 recently published books, with descriptive paragraph about each book. Publications include those dealing with social forces affecting family life and new knowledge influencing approaches to family and community problems. One section deals with books written for children about special situations--adoption, broken families, physical disabilities, racial discrimination. Especially helpful for parents and professionals working with parents.

EDGE, David (Ed.). *The Formative Years: How Children Become Members of Their Society.* New York: Schocken Books, 1970.
Expansion of British Broadcasting Corporation series by specialists who examine forces that mold child development. Topcs include socialization, security and anxiety, the rigid child, ability and social class, the role of language and the gang myth. Stresses importance of parents and professionals working together to bring improvement in growth and child development. Book addresses itself to a pressing issue: the waste of human potential.

EVANS, E. Belle, *et al.* *Day Care.* Boston: Beacon Press, 1971.
Information on how to plan, develop, and operate a day care center. Authors draw from experiences in establishing training for preschool teachers in Boston which in two years developed into two day care centers of nine classrooms and a college accredited training program for preschool teachers. Practical guide to setting up quality day care programs which address the needs of children's social, psychological, intellectual, and physical growth and development. Authors state: "Day care programs which function solely to provide baby sitting services for working parents are unacceptable. We consider good day care to be an effective, positive, educational experience which we recommend for children of parents who do not 'need it' as well as for children of parents who do."

KEYSERLING, Mary Dublin. *Windows on Day Care*. New York: National Council of Jewish Women, 1972.
Summarization of nation-wide survey of day care centers undertaken by members of the National Council of Jewish Women in 77 separate communities, representing all geographic sections of the United States. Director of project, Mrs. Keyserling, is former director of Women's Bureau, U.S. Department of Labor. Report indicates only 1 percent of proprietary day care centers and 9 percent of non-profit centers observed provided what council members regarded as developmental care, including educational, health, nutritional, and social services where need. Includes recommendations for improvement of quality day care, at community and national level. Appendix includes Day Care Reporters Kit which formed the basis of the survey out of which developed the report and recommendations.

MONTESSORI, Maria. *The Child in the Family*. New York: Avon Books, division of The Hearst Corporation, 1970.
English translation of the Italian educator's description of her innovative methods of education, involving freedom of expression, self-education, and sense training. Translation by Nancy Rockmore Cirillo. Montessori viewpoint is that every child is an individual human being who must shape himself, not be shaped by adults around him; adults must acquire the sensitivity to recognize all the child's needs.

PATTERSON, Gerald R. and M. Elizabeth Gullion. *Living with Children: New Methods for Parents and Teachers* (rev. ed.). Champaign, IL: Research Press Company, 1971.
Practical techniques developed by behavioral scientists for dealing with children's misbehavior. Easy-to-read programmed instruction. Behavioral modification approach based on the premise that people learn most of their behavior patterns from other people. Urges use of positive reinforcement as means of implementing behavioral change in children. (Patterson is a professor of special education, University of Oregon and Gullion is a school psychologist, Eugene, Oregon, public schools.)

RUBEN, Margarete. *Parent Guidance in the Nursery School*. New York: International Universities Press, 1969.
Book is outgrowth of a seminar taught to nursery school directors and teachers. Assesses specific child management problems against educational principles and understanding of developmental stages of the child at the time problem occurs. Deals with such universal problems as thumb sucking, eating, toilet training, aggression, timidity, masturbation and fantasy, and jealousy.

SCHULMAN, Janice B. and Robert C. Prall. *Normal Child Development: An Annotated Bibliography*. New York: Grune and Stratton, Inc., 1971.
Includes 733 articles, books and studies selected from a survey of child development research literature published from 1950 through 1969. Includes studies which yielded data on normal child development and described one or another segment of the child population from ages 3 to 18 years. Research literature defined as: "studies utilizing scientific methodology; based on

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large groups of children (samples of 30 or more); and whose purpose it was to describe how normal boys and girls of different ages and backgrounds feel, think, and behave in a variety of circumstances. References categorized under 18 subject headings, classified by a variety of social, personality, and physical topics. Cross-references. Author index.

TODD, Vivian Edmiston and Helen Heffernan. *The Years Before School: Guiding Preschool Children.* New York: The Macmillan Company, 1970.
Guide for those preparing to teach 2 to 6-year-olds. Describes and compares three types of preschool groups: child care centers and day nurseries, parent cooperatives, and public, private and organization-sponsored nursery school and kindergartens. Combines theory and practice. Sees preschool group as multilateral laboratory for the education of present and prospective parents, teachers, and others working with young children. Authors see function of a preschool group as means of introducing young children to the adventure and delight of many different learning experiences, and emphasize the joint efforts of home, school, and community in education of children. Discusses both curriculum for and participation in preschool groups.

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In addition to the above books there are two journals of particular value to those interested in the subject of this bibliography.

CHILD CARE QUARTERLY -- published by Behavioral Publications, 2852 Broadway-Morningside Heights, New York, NY 10025, Subscription rate: $10 per year for individuals; $20 for institutions.
Began publishing in 1971 with Jerome Beker as editor. Journal serves as a communication medium for those professionally involved in a variety of child development and child day care settings. Book reviews, literature surveys, research reports and field notes are included in each issue.

CHILDREN TODAY -- published six times a year by the Children's Bureau, Office of Child Development, U.S. Department of Health, Education and Welfare. Subscription rate: $3.50 per year; add $1.00 for foreign mailing. Single copy: $.65.
Presents field reports on current child development projects, child care center operations, short news items. Issue of January-February, 1972, devoted to day care and explains Office of Child Development position on developmental day care. Special issue of March-April, 1973, devoted to Education for Parenthood. Explains the joint project of Office of Education and Office of Child Development in developing the Education for Parenthood program, begun in September, 1972. Outlines goals and details design of specific course, Exploring Childhood, to be tested in 200 public schools during the 1973-74 school year. (Order journal from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, not from Office of Child Development.

SECTION IV

PUBLISHERS ADDRESSES AND OTHER RESOURCES

Allyn & Bacon
Dept. 894
Rockleigh, NJ 07647

Appleton-Century-Crofts
446 Park Ave., S
New York, NY 10016

Avon Books
Division of the Hearst Corporation
959 Eighth Ave.
New York, NY 10019

Beacon Press
25 Beacon St.
Boston, MA 02108

Behavioral Publications, Inc.
2852 Broadway-Morningside Hgts.
New York, NY 10025

Charles A. Bennett, Co., Inc.
809 W. Detweiller Dr.
Peoria, IL 61614

Child Study Assoc. of America
9 E. 89th St.
New York, NY 10028

Grune and Stratton, Inc.
111 Fifth Ave.
New York, NY 10003

Harper & Row
10 E. 53rd St.
New York, NY 10022

Holt, Rinehart and Winston
383 Madison Ave.
New York, NY 10017

Houghton Mifflin
110 Tremont St.
Boston, MA 02107

International Univ. Press, Inc.
239 Park Ave., S.
New York, NY 10003

Charles A. Jones Publishing Co.
Division of Wadsworth Pub. Co., Inc.
4 Village Green
Worthington, OH 43085

L. B. Lippincott
East Washington Square
Philadelphia, PA 19105

The Macmillan Company
866 Third Ave.
New York, NY 10022

National Association for
Education of Young Children
1834 Connecticut Ave., NW
Washington, D.C. 20009

National Council of Jewish Women
1 W. 47th St.
New York, NY 10036

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Research Press Company
2612 N. Mattis Ave.
Champaign, IL 61820

W. B. Saunders Co.
218 West Washington Square
Philadelphia, PA 19105

Schocken Books
67 Park Ave.
New York, NY 10016

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

OTHER RESOURCES OF INTEREST

E. C. BROWN FOUNDATION -- 1802 Moss St., Eugene, OR 97403

Focus on the Family--A 16-page bimonthly publication, distributed without charge upon request. Includes annotations of recent publications for research and professional use, including material on child development and family life. January, 1973, and May, 1973, issues featured use of nursery schools as high school child care and child development course laboratories in two Oregon high school. March, 1973, issue featured Adlerian concept in parent education.

Children's Art and Human Beginnings -- 80 color reproductions of primary grade children's drawings depicting concept of birth, with child's comment and summary of project. $.50 per copy, order code: CR#1

MENTAL HEALTH MATERIALS CENTER -- 419 Park Ave., S., New York, NY 10016

Selective Guide to Materials for Mental Health and Family Life Education--Comprehensive resource tool. Compilation includes category on child growth and development. Over 500 selections of films, recordings and printed resources, each abstracted and evaluated. Order from Perennial Education, Inc., P.O. Box 236, 1825 Willow Road, Northfield, IL 60093. $35.00 per copy.

(Perennial Education, Inc., is a major film distributor. Write for film catalog.)

MINNESOTA COUNCIL ON FAMILY RELATIONS -- 1219 University Ave., SE, Minneapolis, MN 55414

Family Life Literature and Films: An Annotated Bibliography (1972 ed.). Core resource for marriage and family specialist. Includes section on child development and parenthood. Single copy price: $6.50.

(Address is same as that of National Council on Family Relations which publishes two quarterly journals for the family professional: *Journal of Marriage and Family* and *The Family Coordinator.)*

PARENTS MAGAZINE PRESS -- 52 Vanderbilt Ave., New York, NY 10017. In addition to its monthly magazine, publishes a series of books stressing child behavior and child development at various stages.

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The following three resources are helpful for reports, bibliographies and other publications:

ERIC CLEARINGHOUSE ON EARLY CHILDHOOD -- URBANA, IL 61801

ASSOCIATION FOR CHILDHOOD EDUCATION, INTERNATIONAL -- WASHINGTON, D.C. 20016

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN -- WASHINGTON, D.C. 20009